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ABSTRACT

Various aspects of inservice teacher education are presented to assist local educators in improving or developing an inservice education program including topics on: (1) the history of inservice education; (2) the variety of activities called inservice; (3) tasks which must be accomplished to develop an inservice plan; (4) cooperative planning; (5) the presentation of inservice education; (6) outcomes for a local inservice plan; (7) criteria for developing; and (8) evaluating inservice education programs. (CS)

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Inservice Education: A How-to-Primer

By Donald K. Lemon and Judith E. Minier

Introducing the Authors

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INSIGHTS into open education

Inservice Education:

A HOW-TO-PRIMER

By

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Inservice education is a four-letter word to nearly every person involved in the education profession. Some think of inservice as a four-letter word like hate or bomb or dumb; others think of inservice as a four-letter word like love or good or hope. A few, and just a very few, think of inservice as a four-letter word like mild or warm or so-so. In any case, professionals and paraprofessionals in the field of education do think about inservice education.

Several factors contribute to the reasons that people in education think about inservice. There are the practical reasons such as the mandated requirement that professionals earn additional college credits in a specified period of time in order for their certificates to be renewed. And, school personnel must have attended a certain number of clock hours of approved inservice within a specified period of time in order for the school to maintain or acquire accreditation. Then, there is the special education mandate that regular educators secure inservice education in working with "exceptional" children. There are more lofty motivations such as the desire to improve school climate and the expressed need to assist personnel to improve their professional performance. Sometimes inservice grows out of the need for information in such matters as child abuse, bomb threats or alcohol and drug abuse.

Whatever circumstances or motivations generate thinking about the topic, most of the involved people agree that inservice programs can be positive and helpful educational experiences. The purpose of this issue of INSIGHTS is to assist local educators to improve their track record in terms of the positive and helpful variety of inservice programming.

WHERE IS INSERVICE EDUCATION HEADED?

Our entire society is bombarded with change and the changes appear to be coming at a continually accelerating rate. The notion, once

popular, that the completion of a college degree prepared one for a lifetime of work is clearly not valid in today's world. The newer notion of lifelong learning, including the potential for retraining resulting from problems like job obsolescence, seems to be more in tune with the times.

As technology and knowledge expand, and as awareness of the implications of these expansions become more clear, professionals in education and in other fields as well recognize that career development is a responsibility of the institution and the profession as well as of the individual. Colleges may participate by providing services which facilitate the achievement of locally developed plans designed to meet locally identified needs. And, a new partnership is being forged between the school and the local citizenry which calls for high level participatory involvement in the instructional program of the school.

The implementation of inservice programming seems headed toward both a new kind and a new level of collaboration. Local schools, colleges/universities, communities, state departments of education and various professional associations are attempting to pull together in joint efforts to improve the quality and quantity of inservice education. Protection of "turf" and guardianship of "authority" seem to be giving way to cooperative planning done through shared decision making.

Planning efforts are taking a turn for the better too. Planners have become more sophisticated in conducting needs assessments which can be responsive to institutional as well as personal needs. Once the needs assessment data is analyzed, the planners are moving to innovative and creative inservice designs which are more appealing than the typical "sit down and listen to the expert" type workshop which has characterized much of past inservice programming.

Inservice programs are becoming better designed to focus on the specific and personal needs of faculty rather than the old "shell the woods" strategy. Assistance is focused in two major directions--curriculum development and instructional improvement. Recognition and legitimization are beginning to be accorded the "local expert" as has existed for the external consultant in carrying forward these developmental efforts.

Local inservice efforts are beginning to be viewed as an extension of teacher education. Schools which have relative proximity to colleges or universities are working in a collegial role in the education of neophite teachers (preservice education) and in the reeducation of certified teachers (inservice education). Most educators and citizens recognize that this cooperative endeavor is more than a professional responsibility, that such cooperation will generate positive short- and long-term effects for children's learning.

Finally, inservice programming is becoming more accountable. This is likely, in part, to be a result of the shared and open decision-making process among the partners in collaboration. The partnership also apparently stimulates the need to design ongoing (process) evaluation

procedures to continually monitor whether inservice activities are meeting the needs which were identified and final (product) evaluation procedures to gather, interpret and report data to decision makers who can determine whether the efforts need to be continued as in the past, adjusted to be more responsive or discontinued because the need was either met or the efforts were not useful in meeting the needs.

A BRIEF LOOK AT THE RECENT PAST

Inservice education has been viewed from a very limited perspective. Most persons in education apparently have thought about inservice in two primary categories--courses for credit typically provided by a college or university and workshops of a very short nature provided by the school. In both cases, the instructor or presentor was an outsider, i.e., an agent external to the school.

Inservice courses taught away from college and university campuses were often organized to assist teachers to meet certification renewal requirements without regard to the intellectual or professional needs of this group. There was an unspoken assumption that any course couldn't "hurt" you and it just might help you.

Academic study, pursued on campus toward the completion of an advanced degree, was met with mixed emotions. While it was generally viewed as a worthy activity, it also created the situation in which administrators had to deal with faculty whose training was either more diversified or in greater depth. And school boards had to deal with the concomitant salary increases that accompanied advanced training. The benefits which presumably would accrue to children as a result of an active pursuit of advanced training, when placed in juxtaposition to the financial results of advanced study, seemed to generate a value conflict which was often apparent at the time of salary negotiations.

Personal growth and career development were viewed as the personal responsibility of the professional or paraprofessional. Almost in contradiction was the view that instructional improvement was an administrative responsibility. Such a dichotomy seemed to make it difficult to move forward in a mutually productive manner to meet both personal needs and school needs.

There are a number of other problems related to the recent past in inservice education. For example, teacher education has been thought to be the "turf" of colleges and universities rather than as a cooperative endeavor, thus setting up lots of opportunity for such nonproductive behaviors as blaming. Decision making about course content or even workshop content has primarily been in the hands of the external experts which resulted in the instruction frequently missing both individual and institutional needs. This situation allows local educators to say external agents are eggheads or irrelevant and it allows external agents to accuse local educators of being inflexible or unmotivated, etc.

Yet another woeful area of inservice is related to the participation of parents and other citizens in both decision making about and implementation of inservice education. Most educators profess a desire for citizen involvement but practice actions (sometimes unknowingly) which make meaningful citizen involvement virtually impossible.

Clearly, the practices of the recent past are sprinkled with imaginative and creative efforts. Some schools and/or professional associations and/or colleges/universities and/or communities have included each other (and even other groups such as the Department of Public Instruction) in their planning and implementation of inservice education programming. These groups also have experimented with a wide variety of methods and strategies for meeting individual and institutional needs. It is from the lessons learned by these efforts that most of the suggestions and ideas presented in this issue of INSIGHTS have been gleaned.

INSERVICE SHOULD SERVE

Inservice education, as was pointed out in an earlier section of this paper, has become prominent because of the societal and technological changes taking place in our world today. It has also been previously mentioned that preservice education is not the final stage of preparation in the educator's life. Society and educators alike expect that teachers must be a highly motivated and a highly trained set of individuals. Professionals in education say they expect to be provided the most current information related to learning theories, students' behavior, curriculum materials, etc. These beliefs and expectations, therefore, dictate who should reap the rewards and services that inservice education may provide. Inservice programming, delivered to local school district personnel, aids in meeting the expectations of both society and educators; inservice programs should serve school district staffs, school building staffs, individual teachers or staff members, children in those schools (directly or indirectly) and community people.

Within the local school district there are a myriad of individual and group needs to be considered, addressed and met. In developing a comprehensively managed inservice education program, it should be kept in mind that the program and its component activities must serve the needs of the entire school district; the needs of individual schools (elementary, middle, junior high and high); the needs of individual teachers; the needs of other professional and paraprofessional staff; and the needs of school volunteers or other community concerns. To underscore the importance of considering all these needs, the reader needs only to think about an inservice day, personally experienced, which added up to a "total waste of time."

An interesting phenomenon begins to occur with the pyramid effect of filtering the needs through the following kind of hierarchy:

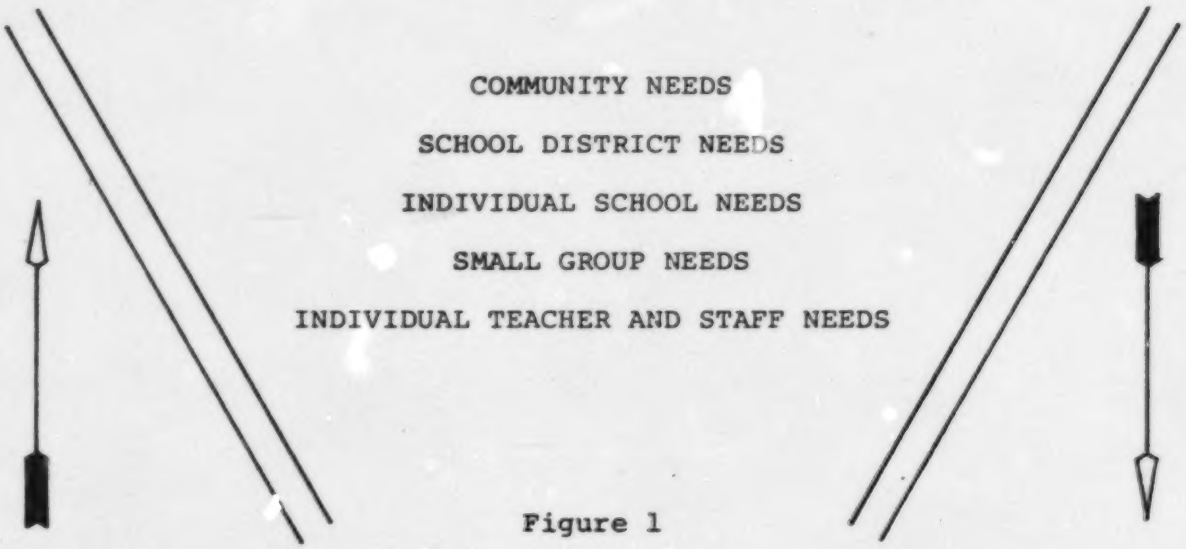

Figure 1

When individual needs are met and institutional needs are met, the result is a productive organization filled with happy productive people. A modified version of the Getzels-Guba model (Knezevich 1975) of individual needs vs. organizational expectations (Idiographic and Nomothetic Dimensions) illustrates how an appropriate balance may be struck in a successful comprehensive inservice program.

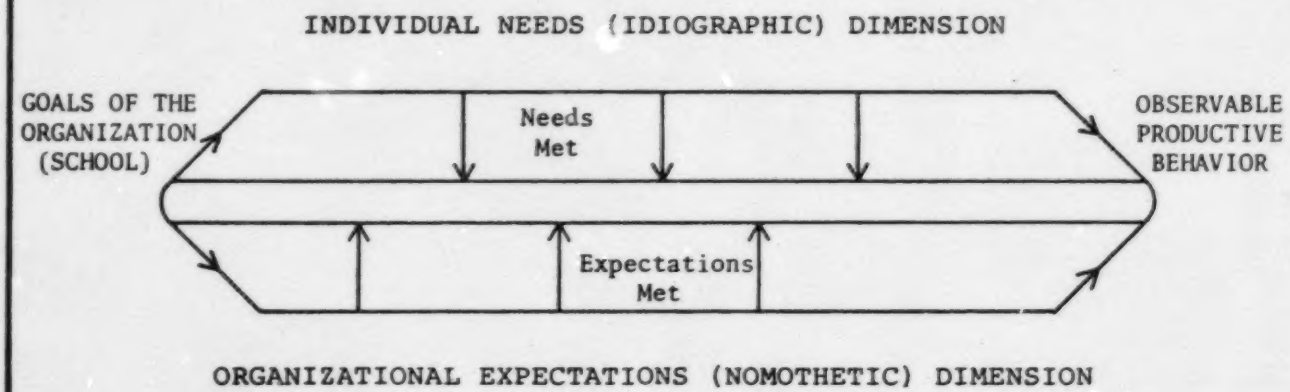

Figure 2

Individual staff needs should not consistently supersede the entire school district's needs, nor should the reverse be true. Rather a blending and sharing of the needs and goals at all levels will more successfully move the entire system forward. In the following diagram, it is shown how the goals and needs of each group and each set of individuals can be met and still achieve overlapping outcomes.

PARADIGM OF INSERVICE EDUCATION RELATIONSHIPS

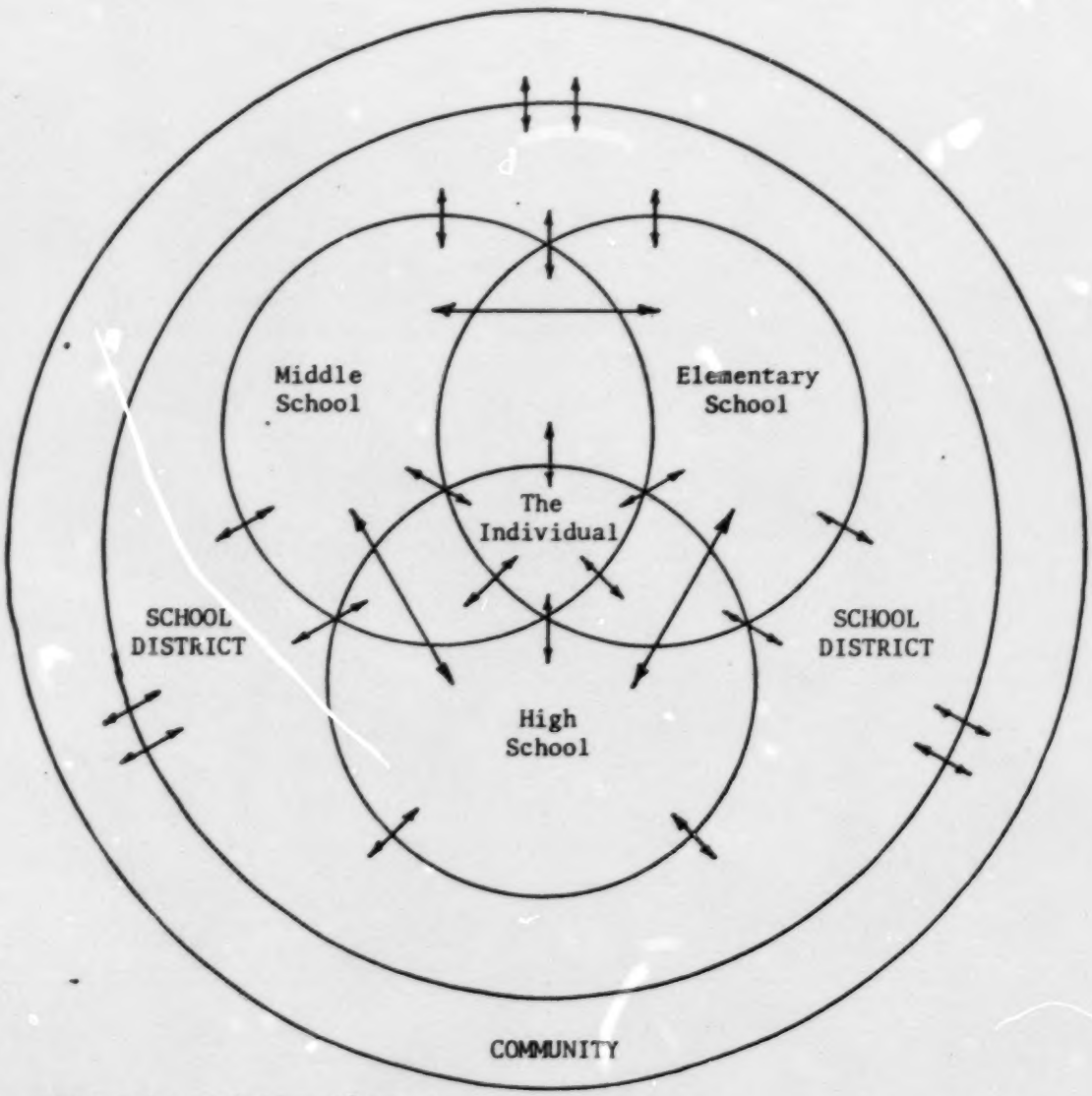

Figure 3

The point made about meeting the needs of individuals and thus the school district's needs cannot be overstated. In the final analysis, when professionals, paraprofessionals and volunteers are better served through improved staff development programming, instruction for children should also show change and improvement.

The following definitions of inservice education, written by staff members representing several school districts in North Dakota, depict the strength of the association between effective inservice programming and meeting the needs of learners in the school:

1. "Activities designed to meet the specific needs of the student, to assist in the educational development of community members and/or to meet the professional growth of instructional leaders within the total environment" (Turtle Mountain Community School 1979).

2. "That collection of activities proposed and implemented by the staff of a school building to meet the needs of their pupils and teaching staff" (Enderlin 1980).

3. "A process by which the local school district, the college and the teacher association develop in a cooperative way a set of goals based on student and teacher needs. The participating agencies then prepare activities for the teachers designed to meet the needs of teachers in their primary role as instructional leaders" (Parshall 1980).

4. "Inservice is any learning experience which fits the needs of the individual teacher or a group of teachers" (Williston ISD #8 1981).

5. "The collection of activities proposed and implemented by the staff of a school which directs the efforts of the staff to meet specific needs of their pupils" (Bottineau 1980).

A cursory review of these definitions of inservice education developed by local schools in North Dakota will assist the reader to gain a clearer picture of how different groups of inservice education planners clarify the issue of whom the inservice is to serve. As will be noted again later, this issue is probably the first one that inservice planners should address.

THE VARIETY OF ACTIVITIES CALLED INSERVICE

More often than not educators in past years held a rather narrow view of the composition of inservice. It typically meant a day of speakers arranged for through the district administration; it meant taking a college course for credit for recertification; or, to others, inservice meant a "make-and-take," hands-on workshop. Whether "theoretical" or "practical" in nature, inservice was often typically considered to be a drudgery and quite removed from the "real world" of the teacher's classroom realm of experiences.

Additionally, inservice education, prior to today's thinking, has operated primarily on a "deficiency model" format. As teachers' weaknesses or areas of deficiencies became known, "one-shot," single-effort inservice programs were often hastily conceived and put together and teachers were subjected to the inservice through required attendance on their own time.

Inservice education has historically not been considered in such a broad and comprehensive manner as it has come to be in recent times. Potentially diverse and innovative inservice activities are beginning to have a wider and wider range of acceptability among educational personnel. Professional activities and inservice may fit into a variety of major categories depending upon the kind of roles professional and paraprofessional staff have within the inservice program. While the major categories might seem familiar, some of the specific activities listed will appear to be a bit farfetched if considered under the more traditional rubric of inservice education. These activities are explained further under the following headings: Meetings, Institutes, Workshops, Materials, Demonstrations and Courses.

Professional meetings have typically been viewed as appropriate inservice activity. However, professional education association meetings for which teachers have released time happen only once a year for public school educators; there is no other released time for teachers to participate in additional professional meetings. However, there are other meetings in which teachers might become involved which would prove appropriate for staff development purposes. For example, if individual teachers were responsible for conducting faculty/staff meetings at the building level and rotated the task, leadership among teachers would be promoted and developed. Another method of drawing upon teachers' expertise would be to ask each teacher to present an inservice program at a faculty meeting once or twice during the year. Again, this would demonstrate the abundance of teacher/staff talent available to the district. Following are other Meeting "inservice" possibilities:

- school board meetings
- teacher center board meetings
- parent teacher association meetings
- a night with "special services"* meeting
- business association meetings
- social and fraternal organization meetings
- department meetings
- grade level meetings
- local professional association meetings
- etc.

Schools should also provide encouragement and support for staff members who become involved in professional organizations such as Phi Delta Kappa, the Association for Supervision and Curriculum Development and

*or other kind of faculty grouping

the Association of Teacher Educators. These provide a great deal of professional development to the staff member who takes the time to become involved.

Institutes are another way to promote staff development through expertise identified within the school as well as tapping consultative assistance from the outside. Defined as brief, intensive courses of instruction or seminars for professionals, Institutes may provide an excellent springboard into other avenues of inservice such as Courses or Workshops. Some potential Institute topics might include the following:

- norm-referenced vs. criterion-referenced testing
- psycholinguistic approach to reading instruction
- transactional analysis as a discipline technique
- psychocybernetics in the classroom
- miscue analyses in language development
- alcohol and other drug abuse
- etc.

These are attractive for staff development because of their brief yet intensive nature which allows a great deal of information to flow from the instructor of the Institute to the participants.

Another potential staff development vehicle is the Workshop. Workshops are defined as courses or seminars which emphasize free discussion, an exchange of ideas, a demonstration of methods and the practical application of skills and principles. By definition, Workshops are ideally suited for "in-house" kinds of staff development. Teachers, administrators, paraprofessionals and local citizens have a wealth of knowledges, skills, hobbies, interests, etc., lying fallow. An excellent inservice program in remote and rural districts could successfully operate for some time by capitalizing on the knowledge its own staff and community have accumulated. School district personnel need to move away from the concept that an expert is "someone who is over 30 miles from home" and look to their own colleagues and community members with more interest and appreciation for what they have to share. Topics are endless for Workshop offerings and may be one area where staff development may take a more personalized approach as is shown in this list:

- photography and print development
- producing effective learning centers
- cross-country skiing
- calligraphy
- managing an individualized reading program
- how to keep pets in the classroom
- metrics for teachers
- painting murals
- aerobics for educators
- consumer economics
- tax tips for teachers
- local crafts
- etc.

It is important to note a philosophical perspective which is introduced at this point. Some Workshop topics might appear frivolous or lighthearted and thus unsuitable for inservice. However, when one considers distances between communities in sparsely populated states or the availability of metropolitan centers with facilities such as museums, concert halls, etc., staff development takes on new meaning. If teacher burnout incidents or high teacher turnover rates can be reduced by a school sponsoring cross-country skiing, then it follows that the teacher may feel better about him/herself and this will be reflected in actions toward students in the classroom. When teachers are valued and can make input into some of the inservice activities, a greater sense of ownership and belonging in the school and community may ensue than if this were not the case.

The fourth potential inservice program area, Materials, also introduces some potentially uncommon notions about what constitutes inservice programming. This category suggests that if staff members have access to professional journals and other teaching aids in a centralized resource room, that staff development may occur on an individualized and personalized level. Accessability to "teaching" magazines, teachers' manuals, textbooks under consideration for adoption, teacher-made materials, learning centers, bulletin board ideas, etc., is the key to success in this type of inservice endeavor.

Staff members should also be encouraged and supported in their independent reading and writing activities. To encourage professional reading, book discussions over lunch or during staff meetings could be arranged. With common readings distributed in advance and someone designated as a discussion facilitator, some lively interactions would likely occur. In the case of professional writing, teachers should be encouraged, supported and rewarded for producing articles, monographs and books which relate to their profession. Writing for publication is a rewarding endeavor, personally and professionally. As is true with other categories of potential inservice activities, this Materials section is limited only by participants' imaginations!

Another area of inservice falls under the category of Demonstrations. Activities of this sort include clinical teaching presentations, team-teaching experiences, videotape programs, classroom visitations, etc. The intent of this type of inservice activity is to <u>actively</u> and <u>physically</u> become involved in the experience. For example, an expert on Piaget or a consultant knowledgeable about Glasser's techniques may be invited to a classroom to demonstrate particular concepts or teaching skills. It is important to note that teachers who are being inserviced have the opportunity to see their own classroom in action. In some cases, the consultant may want to videotape the demonstration and teach from it with a larger group.

Demonstrations as an inservice model provide two kinds of advantages: (1) They provide an excellent way to combine theory and practice; and (2) the inservice can take place <u>during</u> the teacher's "duty" hours, not as an add-on after school or Saturday.

As a sixth option of inservice education, Courses are already typically well-known as an inservice activity. Usually delivered and taught by university and college faculty, the instruction generally carries credit for the participants. The credit represents an attraction to the teachers involved in inservice not only because new knowledge and new skills are acquired but because recertification and salary increases may also be acquired.

Whether an inservice program is based upon one, two or a combination of these potential models is dependent upon the needs of the individuals receiving the inservice. There are advantages and disadvantages to each of the six types discussed; yet they all have a particularly significant value when teamed appropriately with the schools' expected outcomes and with the needs of the participants.

TASKS WHICH MUST BE ACCOMPLISHED TO DEVELOP AN INSERVICE PLAN

When an individual or group begins to think about developing an inservice education program, there are a series of questions to be answered which may guide the planning effort. These questions eventually translate themselves into a series of planning tasks which, when accomplished, will lead the planners to a comprehensively developed inservice program replete with input and ownership from the faculty and staff it is intended to serve.

An appropriate sequence of tasks required to plan a comprehensive inservice education program would be to provide substantive data to flesh out the following outline:

1. A Local Definition of Inservice
2. A Description of Inservice Programming Over the Past Five Years
3. A Clarification of Who Will Have Decision-making Authority About the Inservice Program
4. A set of Criteria for Evaluating the Inservice Program
5. A Description of the Factors Which Limit or Constrain a Local Inservice Education Program
6. A Specification of Individual Role Responsibility in Implementing the Inservice Education Program
7. A Specification of the Resources Available and of the Resources Needed
8. A Clarification of What Rewards Will Accrue from Participation
9. A Needs Assessment to Gather Data Which Will Clarify Personal and Institutional Needs Resulting in Benefits to Children
10. An Analysis of the Data Gathered Resulting in an Inservice Education Plan Designed to Meet Identified Needs

The ten preceding items are required for planning an inservice program; yet they may not be entirely self-explanatory. Thus, each task listed above is defined and rationales for including each in the planning are provided below:

1. A local definition of inservice is a statement or series of statements developed and approved at the local level. It should be personalized and individualized so as to reflect the wants and needs of the schools served by the inservice program. Inservice activities, as they are developed, will be scrutinized according to their "fit" with the established definition.

2. A description of the past five years of inservice programming must be collected, documented and analyzed. It is from this description that the types of activities and the value of the activities from previous years will be determined. Reviewing this information will be helpful to the planners because data about inservice preferences and inservice delivery systems may be gleaned.

3. Delineating the authority for decision making about the inservice program must be established so that staff members know to whom to address their concerns and to give their praise. If confusion exists about who has the powers to approve or reject inservice activities, then the program may flounder. It may be helpful to note that the less centralized the decision-making process, the more ownership of the inservice program and its procedures will be realized. At the same time, a single person or group should have management responsibilities for the day-to-day operations.

4. Devising a set of criteria for evaluating the inservice program is another task requiring attention. The criteria should be established in advance so that the activities of the inservice program can be measured against the criteria as the program unfolds. Mid-course corrections and adjustments in the inservice program can be made on the basis of the established criteria.

5. Planners must describe those factors which limit the implementation of a local inservice program. Constraints exist in every situation, which affect the kinds of activities the program may attempt to institute. For instance, there may be school district regulations, state education requirements or federal mandates that might prohibit certain kinds of functions in the inservice program. These factors must be known by those the inservice program serves so that effective and accurate decisions can be made and communicated to those people the inservice program serves.

6. Individual role responsibilities within the inservice program must be made clear. By specifying responsibilities, individuals will know who can and who should generate inservice ideas, who can and should present inservice sessions, who can and who should evaluate the programming, etc. This particular task addresses the issue of what is the job of the teachers, the administrators, the paraprofessionals, the community and the school board as it relates to designing, implementing, participating, evaluating, etc., the inservice program.

7. Another planning task involves the identification of resources--both resources already available and resources needed. These resources

include items such as time, space, facilities, human and material as well as financial resources. After the resources needed are listed, then the planners should brainstorm to identify potential sources of assistance.

8. Participants in the inservice program will receive new knowledge and skills as a result of becoming involved in the inservice program. In addition to the more intrinsic rewards of the inservice program, specific extrinsic rewards need to be identified which will increase motivation and participation in the program. The task, then, is to have the potential participants in the inservice program identify which rewards will stimulate interest and cause individuals to become involved in their own professional development.

9. One of the culminating planning tasks is the development of a needs assessment device which uses as its foundation the information gleaned from the other planning tasks. The needs assessment will be used to gather data about both personal and institutional goals and clarify how achieving these goals will meet the needs of children.

10. The final step of the "preliminary planning process" (as compared to the continuous and ongoing planning) is the analysis of the data collected from the needs assessment. The analysis will result in the actual inservice education plan including specific inservice topics; days, dates and times of inservice sessions; potential presentors and expected outcomes and objectives of the staff development program.

When the planning group has carried out these planning tasks, several things will have been accomplished. One, an esprit de corps will likely develop among the planning group because of the collaboration and commitment to the arduous task just completed. A support group may now be well defined and people who ordinarily do not come to know one another will have a common bond which brings them together. Second, the planning group will have learned firsthand many things about their school, their community, their colleagues and inservice education. Finally, the planning group will have gained experience in the development of a comprehensive inservice education program, truly an educational personnel development system.

PARTNERS IN PLANNING

There are a number of assumptions which need clarification early on when discussing planning. A list of these assumptions follows:

1. Planning is a group activity.
2. Planning will be more effective when planners follow a systematic planning process.
3. Planning will be more effective when members of the planning group or team have parity in the decision-making process.
4. Planning will be more effective when participation in planning is broadly based.

5. Planning will be more effective when the goals of planning are clearly stated and agreed to by the planners at the beginning of the process.
6. Planning will be more effective when planners perceive that individual and institutional needs will both be met as a result of implementing the plan.
7. Planning will be more effective when planners agree in advance on a decision-making process and on a method of resolving differences of opinion.
8. Planning requires a significant investment of time and energy.

The assumptions stated address effectiveness but do not address efficiency. Efficiency in planning is dependent on both leader behavior and member behavior. Planners can be task oriented and every member of the planning group can contribute (or inhibit) the work effort which is undertaken. Readers should be cautioned, however, that making efficiency a primary goal may well have a negative influence on effectiveness and can potentially destroy it.

Planning is a collaborative process. It calls for thinking, sharing, generating options, making decisions, attending to logistics and the like. However, writing the plan is an individual activity. The input needs to be shared and recorded but the written draft of the plan should be done by one or two persons.

The organization of the planning team should take account of the assumptions stated earlier and should include a person or persons who have good writing skills. In addition, the development of a planning team should be responsive to many constituencies. Clearly, there are a set of in-school constituencies, e.g., primary, intermediate, junior high and senior high teachers; professional organization personnel; aides at all levels; special educators at all levels; administrators at all levels and school board members. There are likewise a set of community constituencies, e.g., parents, human service workers, business persons, clerics, grandparents, grass roots citizens and the like. Not every constituency must be represented and sometimes individuals may be chosen to represent more than one constituency. What is essential is that each constituency has the opportunity to express their ideas and that they be kept informed about what is happening.

It is of value to include members from external groups on the planning team. They may bring fresh approaches, knowledge of resources, special expertise, subject content knowledge, process skills and a host of other competencies and/or knowledges useful to the planning team. Three particularly good sources for external participants are faculty from institutions of higher education, personnel from the state education agency and personnel from area teacher centers. Many of these persons have great insight into developing and implementing inservice education in terms of both what seems to work and what does not seem to work.

Planners must be simultaneously prepared to secure broad-based participation and to keep the size of the planning team functional. A rule of thumb to apply is that the larger the group the more time planning efforts will require.

Finally, the leadership of the group is a key issue. The leader will need to be both democratic, allowing time and participation from all members of the team, and task oriented, maintaining group attention to the completion of work to be accomplished.

PRESENTATION OF INSERVICE EDUCATION

The history of inservice presents a picture of the outside expert coming on the local scene and giving the local school personnel the "word" on how to improve education at the local site. This process is not entirely hokum; some positive benefits may be realized from a process that brings in a fresh or different viewpoint. However, if this is the only process used, it can and likely will become tedious, then boring and finally totally irrelevant.

Every professional in education recognizes that some local personnel have exceptional talent. This talent is typically used effectively with children but ineffectively with colleagues. One relatively easy-to-accomplish method of improving local inservice programming is to legitimatize and utilize the local experts. Teachers, other professionals and paraprofessionals need to document their effective practices and share them with their colleagues.

Sharing practices with colleagues can be done in many ways. There is the stand-up lecture which is not very appealing and there is the workshop format which is so typical. But, how about a descriptive article; or how about a classroom visitation with a guide sheet; or better yet, how about a team-teaching experience. There is the potential for a demonstration or a videotaping and later playback. A slide-tape presentation could be developed; a log could be kept and later shared.

The potential for staff improvement abounds within every school and every school system. It calls for a minor professional role redefinition and for assertive leadership in the implementation of such a plan; but the idea is so simple and workable that it is irresistable.

Likewise, the same potential exists in every school community. Talented citizens could and would be willing to enrich the learning of teachers if approached in an earnest way.

How about the local professional association reviewing research articles on teaching methods or school improvement and providing abstracts of these articles to faculty and staff pointing out the major findings and suggesting activities for personnel to try? How about devoting one staff meeting a month to instructional ideas gleaned by faculty from professional journals?

The major points to be made here are that there are many school and community resources available and many methods of presentation available to utilize. The external consultant has a place in inservice programming but so does the internal expert. Let's extend the use of the local talent!

OUTCOMES FOR A LOCAL INSERVICE PLAN

The purpose or purposes of a comprehensive inservice program should be decided upon and understood in advance by all the prospective inservice program participants. Whatever it is that the inservice program achieves will be dependent upon the primary focus of the program. It is best not to leave the purpose of the program to chance but rather to conscientiously decide what it is the inservice program should achieve in the school where it has been developed.

Responses to the question "What should a school inservice plan achieve?" would vary from individual to individual, from school to school and from district to district; so it is important to establish the primary purpose. There are, generally speaking, five classifications of potential purposes of inservice education. While these categories may overlap and coincide with one another, it is possible and perhaps useful to select one or two or a combination of these purposes on which to base inservice activities.

The following suggested purposes for inservice education are not presented in any particularly hierarchical order; rather they are listed to reflect broad aims of a program:

1. Development of individual staff members' professional skills;
2. Improvement of the overall school program or school climate;
3. Advancement or promotion for staff members; betterment of a job or position;
4. Assignment to a new kind of position;
5. Advancement related to certification, licensing or credentialing.

Each category suggests a type of delivery system, a legal or administrative responsibility and a standard to be met by the participant however formally or informally these may be derived. As inservice program planners begin to decide what outcomes their inservice program should achieve, these topics can be evaluated against the general classification to determine their validity or usefulness to the participants and to the overall outlook of the program.

For example, if planners of an inservice program opted to develop its activities around the theme of school improvement or school climate, then perhaps some of the personally oriented activities might not be justified. On the other hand, a combination of purposes may be achieved if the inservice program developed included personal needs because the belief was held that satisfied individual teachers could somehow improve

school climate. One begins to see the possibilities for purposes and cross-purposes of an inservice program and also to see the need for establishing the primary aim of the program. In a nutshell, program planners must ask themselves this question: When our program has completed its year (or other appropriate cycle), what can we say we have achieved?

CRITERIA FOR DEVELOPING AND EVALUATING INSERVICE EDUCATION PROGRAMS

A number of writers in the field of inservice education have proposed criteria for developing and/or evaluating inservice programs. None seem to be more clear and useful than those developed by Edelfelt (1977). The criteria he proposed were categorized as follows: decision making, relationship to the program of the school, resources, commitment to teacher education and rewards.

Edelfelt (1977) suggested that the criteria could be used in two ways: First, in determining some "ground rules" for the development of an inservice program to be used by a planning group; second, in developing a dichotomy between the real and ideal performance of a school's present inservice program bolstered by a rating regarding the appropriateness of each criteria.

It is the view of these writers that the criteria can be used more directly for evaluation procedures. The evaluation procedures could include the ongoing evaluation (process evaluation) needed to make appropriate adjustments about the inservice program as well as the end-of-year evaluation (product evaluation) to determine the degree of achievement of goals and objectives and for providing data to decision makers for use in deciding about future directions of the inservice effort.

The criteria proposed by Edelfelt (1977) are:

Decision Making

1. Decision-making processes are based on cooperation between all major interest groups, that is, school district, college/university and teacher organization.

2. Decisions are made by the people who are affected, and the decisions are made as close as possible to the situation where they will be operative.

3. The cooperation of major interest groups is based on a concept of parity for each group.

4. Explicit procedures exist to assure fairness in decision-making.

5. There are policies (e.g., in a collective-bargaining agreement) relating to inservice education.

6. Inservice education programs are institutionalized.

Relationship to the Program of the School

7. Inservice education is directly related to curriculum development.

8. Inservice education is directly related to instructional improvement.

9. Inservice education is based on the needs of students.

10. Inservice education is based on the needs of teachers.

11. Inservice education is based on the needs of school program.

12. Inservice education is a part of a teacher's regular teaching load.

13. The techniques and methods used in inservice education are consistent with fundamental principles of good teaching and learning.

14. Research/evaluation is an integral part of inservice education.

15. All those who participate in inservice education are engaged in both learning and teaching.

Resources

16. Time is available during regular instructional hours for inservice education.

17. Adequate personnel are available from the school district and college/university for inservice education.

18. Adequate materials are available.

19. Inservice education makes use of community resources.

20. Funds for inservice education are provided by the local school district.

21. Inservice education is paid for by state funds provided for that purpose.

Commitment to Teacher Education

22. Professional growth is seen as a continuum from preservice preparation through career-long professional development.

23. The inservice education program reflects the many different ways that professionals grow.

24. The inservice education program addresses the many different roles and responsibilities that a teacher must assume.

25. Inservice education is related to research and development.

26. The respective strength of the school district, the college/university, the teacher organization and the community are used in the inservice education program.

27. Internship and student teaching experiences are used for analysis and study in the inservice education program.

28. Inservice education is available to all professional and nonprofessional personnel.

Rewards

29. There is a reward system for teachers, administrators and college/university personnel who engage in inservice education programs (pp. 12-26).

In the book Inservice Education: Criteria For and Examples of Local Programs, Edelfelt (1977) elaborates each of the criteria by providing further clarification, deeper perspective and clearer direction in their use.

The use of these criteria, whether for developmental or evaluative purposes, should assist local schools in responding to individual and institutional needs. If items on the list seem inappropriate, omit them or adapt them. If major criteria for the local site are not on the list, add them. Inservice programming in the final analysis is to meet the local needs in such a way that teachers enjoy their work more than before and children enjoy learning more than before, thus improving both the effectiveness and the efficiency of schooling.

TEACHER CORPS AS A SOURCE OF EXPERIENCE

The writers, and others from the Center for Teaching and Learning at the University of North Dakota, have been involved in a federally funded program called Teacher Corps, sponsored first through the Office of Education of the Department of Health, Education and Welfare (OE of HEW) and more recently through the new Department of Education (ED). The

ideas to some extent reflect the experience, experimentation and study of the writers over a three-year period working in collaboration with the Turtle Mountain Community School and the Turtle Mountain reservation community. Others have participated too, e.g., the Department of Public Instruction, five other school districts in North Dakota, the regionally based Rocky Mountain Teacher Corps Network and various American Indian organizations and groups.

Six school districts have, at the time of this writing, developed comprehensive inservice education programs designed to respond to local needs using the writers as consultant/collaborators. These groups have essentially followed the ideas presented in this issue of INSIGHTS. Other ideas have also been tried with less success. The "avoids" are not presented because the length of this document precludes it.

At this writing, formal assessment data is minimal but informal assessment data abounds. The informal data suggests a relatively high degree of success and satisfaction with inservice programs designed on the basis of the ideas presented, albeit not a uniform success and satisfaction pattern.

Should you wish to undertake the development of a comprehensive inservice education program be sure of these things in advance: (1) You are willing to invest a significant amount of time and energy; (2) your personal motivation level is high and not easily discouraged; (3) you believe that other persons who will collaborate with you have intelligence, good ideas and sincerity of purpose; and (4) that the investment of yourself will eventually result in benefits to students.

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Introducing the Authors

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